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ABSTRACT

The primary goal of the postsecondary needs assessment in Northeastern New York State was to provide adult education planners with information for program planning and evaluation. Questionnaire respondents included 1,055 individuals from four subregions: Albany Center, Outer Albany, Plattsburg, and Utica-Rome. Data analysis is focused on: (1) overall interest/potential market, (2) knowledge factor, (3) motivation factor, (4) background characteristics of interested individuals, (5) approach-avoidance model (approach), and (6) approach-avoidance model (avoidance). A high interest in continuing education was reflected by the respondents, as 51% indicated wanting to take a course at some point in their life and 34% being presently interested in taking a course. Courses leading to occupational skills were of the most interest to prospective students. Past and prospective students tended to include above average proportions of women, the employed, those with higher incomes, the better-educated, and middle-aged persons. The main reason stated for nonparticipation was a lack of time. One-fourth of the respondents indicated no immediate or future interest in continuing education. Depending on the subregion, 27-49% of the respondents have never been on any Northeast Region campus. A copy of the questionnaire is appended. (EA)

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A STUDY OF POST-SECONDARY EDUCATION NEEDS IN NORTHEASTERN NEW YORK STATE: SECONDARY ANALYSIS

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FOR THE

COOPERATIVE PROJECT TO IMPROVE CONTINUING HIGHER EDUCATION

BOX 489 LATHAM, NEW YORK

A STUDY OF POST-SECONDARY EDUCATION NEEDS IN NORTHEASTERN NEW YORK STATE: SECONDARY ANALYSIS

Compiled by

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in association with the

Cooperative Project to Improve
Continuing Higher Education

December 1975

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Support for this study was provided by a grant of federal funds under Title I of the Higher Education Act of 1965

PREFACE

In 1973, the SUNY/Albany College of General Studies received a grant under Title I of the Higher Education Act of 1965 to survey the educational needs of Northeastern New York's adult population. Much of the data for this needs assessment was collected by means of an interview questionnaire which was administered during the Spring of 1974 to a random sample of households in the Northeast Region. The target population for this phase of the study was comprised of all persons 18 years of age or older who were not then full-time students. The composite of the urban and rural sampling designs utilized in the survey produced a total of approximately 1200 potential interview sites - 900 urban and 300 rural.

The preliminary results of this survey were presented in the SUNY/Albany project's final report, A Profile of Need: A Study of Post-Secondary Education Needs in Northeastern New York State. A secondary analysis of these data, reported herein, was conducted during the Fall of 1975 to provide continuing educators in the Northeastern Region with a subregional breakdown of the survey results and a better basis for policy development.

We are deeply indebted to Dr. Robert G. Nurnberger, director of the needs survey, for his able help and cooperation. We are especially grateful to Leigh Stelzer and Joanna Banthin, who conducted the secondary analysis of the survey data and compiled this report.

Finally, we'd like to thank the New York State Education

Department for providing funds for this secondary analysis under Title I of H.E.A. '65.

Harry G. Walling, Jr.
Director
Cooperative Project to Improve
Continuing Higher Education

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TABLE OF CONTENTS

		Page
CHAPTER I:	AN INTRODUCTION: GOALS AND PROCEDURES	1
CHAPTER II:	THE POTENTIAL MARKET	6
	Personal and Family Involvement	6
	The Specifics of Courses Taken	7
	Experiences Other Than Courses	10
	Articulated Interest in Specific Courses	10
	Responses Structured by the Survey	13
	In Summary	15
CHAPTER III:	THE KNOWLEDGE FACTOR	16
	The Closest Place to Enroll	16
	The Closest College	17
	Familiarity with Campuses	19
	Visits to Regional Campuses	19
	Knowledge of New Approaches	21
	The General Public Compared to Interested Students	22
	In Summary	23
CHAPTER IV:	THE MOTIVATION FACTOR	24
	Motivations Articulated by Respondents	24
	Responses Structured by the Questionnaire	24
	Structure in the Responses	24
	Regional Variations on the Theme	26
	Background Characteristics and Social-Personal Motivation	27
	Sex and Socio-economic Status	28
	Age and Income	28
	Background Characteristics and Occupational Motivation	28
	Motivation and Course Selection	31
	Continuing Education as a Leisure Time Activity	32
	In Summary	33

CHAPTER V: BACKGROUND CHARACTERISTICS OF INTERESTED INDIVIDUALS 34

Who Has Taken Courses 34
Who Has Taken Specific Courses 36
Who Has Interest Now 37
Interest in Specific Courses 38
In Summary 40

CHAPTER VI: THE APPROACH-AVOILANCE MODEL: APPROACH 41

Course Characteristics: Location 41
Classes at School vs. Independent Study 41
Preferred Locations 42
College Campus Accessibility 43
Other Course Characteristics 45
Preferred Day of Week 45
Preferred Time of Day 45
Effects of Cost 46
Preferred Classmates 47
The Fit Between Population Characteristics and Course Characteristics 47
In Review 58
Program Interests and Course Characteristic Preferences 59
In Summary 61

CHAPTER VII: THE APPROACH-AVOIDANCE MODEL: AVOIDANCE 62

Reasons for Not Participating 62
Correlational Analysis 63
Motivations for Participating and Reasons for Not Participating 64
Background Characteristics and Reasons for Not Participating 65
Cost 66
Information 66
In Summary 67

CHAPTER VIII: CONCLUSION 68

I.

AN INTRODUCTION: GOALS AND PROCEDURES

The primary goal for a secondary analysis of data collected for "A Profile of Need: A Study of Post-secondary Education Needs in Northeastern New York State" by the College of General Studies at SUNY/Albany under a grant of federal funds under Title I of the Higher Education Act of 1965 must be to provide planners in the field of continuing education with information to support rational program planning and evaluation. This calls for "action research" in which the results are presented in such form that they are directly applicable to policy and program decision-making.

The questionnaire developed in the earliest stages of this project lends itself easily to "action research."[1] Useful questions were asked. Relevant data were gathered.

The total sample of respondents is also appropriate for this style of research.[2] The stratified random cluster design assures the representation of diverse population characteristics and statistical validity.

Certain problems do arise in preparing and analyzing the subregional breakdowns that are of interest to planners. The respondents can be separated by subregion, but the sample was not designed for this. Thus the

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[1] The questionnaire developed under the direction of Robert Nurnberger for "A Profile of Need" is attached as Appendix 1. For a brief discussion of it, see Nurnberger, "A Profile of Need," pp. 3-4.

[2] For a description of the sample design, see Nurnberger, op. cit., pp. 3-9.

results are of uncertain statistical reliability and must be viewed cautiously. In any subregional breakdowns, deviations from the total sample norms must be treated circumspectly.

The subregional breakdowns used in this presentation reflect the following distributions of respondents:

1. The Albany Center Subregion (N = 319)

   Municipalities: Albany-Schenectady-Troy (226), Saratoga Springs (43)
   Counties: Albany (50)

2. The Outer Albany Subregion (N = 360)

   Municipalities: Hudson (59), Glens Falls (96), Amsterdam-Johnstown-Gloversville (114)
   Counties: Warren (50), Columbia (41)

3. The Plattsburg Subregion (N = 104)

   Municipalities: Plattsburgh (54)
   Counties: Essex (50)

4. The Utica-Rome Subregion (N = 272)

   Municipalities: Utica-Rome (143)
   Counties: Oneida (79), Hamilton (50)

The appropriateness of these breakdowns is strongly suggested by maps of the area and is supported in terms of this study by response patterns for certain questions. These subregional breakdowns are essentially defined by the respondents in their answers to the question, "Suppose a person who hadn't finished college wanted to finish his work and get a college degree, where is the closest place?" Table 1.1 provides a display of these answers.

Table 1.1: Respondents' Perceptions of "Closest School"

School (Total Mentions/N)	Respondent Home Region			
	Albany Center	Outer Albany	Utica-Rome	Plattsburg
Russell Sage (14)	93%	7%	--	--
Schenectady County (10)	90	10	--	--
Hudson Valley (35)	88		6	6
Union (42)	69	26	5	--
Skidmore (41)	54	46	--	--
SUNY/Albany (203)	49	43	7	1
Columbia-Greene (48)	--	100	--	--
Adirondack (96)	5	91	4	--
Fulton-Montgomery (75)	--	87	13	--
Mohawk Valley (50)	--	--	100	--
Utica (127)	--	--	100	--
Utica-Rome (3)	--	--	100	--
Herkimer (2)	--	--	100	--
Plattsburg (78)	--	3	--	97
Clinton County (3)	--	--	33	67

Structure of the Secondary Analysis

The "action research" or policy development perspective focuses analysis efforts on six areas. These may be briefly described as follows:

1. Overall interest/potential market. Perhaps the most basic information the planner needs is a broad measure of interest in continuing education in the region. In order to operationalize "interest," he also needs more refined indicators of interest in specific programs or courses.

The survey for the "Profile of Need" can provide these data. This information can supplement and/or clarify information institutions have already learned from their records of enrollments and inquiries.

2. The knowledge factor. In order to evaluate the indicators of interest, the planner must also have measures of information. He must know not only the publicity programs in which the institutions participate, but also the information that potential clients actually have.

Studies in a variety of contexts in marketing and political behavior have established that "lack of interest" is often equivalent to "lack of information." The failure to participate in continuing education programs may be directly related to the absense of a threshold level of information.

Information from the profile survey can be used immediately in plans to inform the public about continuing education programs and to stimulate information in them.

3. The motivation factor. The planner who wishes to maintain or expand a program or set of programs in continuing education must have some understanding of why students want to participate. Information from the profile survey can be used to tailor course offerings to the felt needs of the population and to design appropriate publicity and information campaigns.

4. Background characteristics of interested individuals. It will help the planner to assess motivation to know something more about the population with which he is to deal. Information about background characteristics will not only increase understanding of the motivation of participants in continuing education programs but will also be of immediate use in identifying categories of individuals who are likely enrollees in continuing education programs. Such individuals would, of course, be primary targets for information campaigns designed to increase enrollments.

5. The approach-avoidance model: approach. The planner wants to know what combination(s) of general interest, motivation, and information are most likely to produce positive action (enrollment) on the part of residents in the region. Because cost factors are important, he wants specific information on the effects of inexpensive, "mechanical" factors such as scheduling.

The profile survey can be used to identify attractive program features and to assess the relative importance of different elements.

6. The approach-avoidance model: avoidance. Most adults do not participate in continuing education programs.

Some have no interest. Some are interested, but are deterred by specific factors. The planner wants to know what specific factors prevent "interested" adults from participating in programs. The profile data can provide such information.

Each of these areas is treated in a separate chapter of this report. Within each chapter, the emphasis is on the display of data that suggests or supports certain conclusions and suggestions.

II.

THE POTENTIAL MARKET

Perhaps the most basic information the planner needs is a broad measure of interest in continuing education. In order to operationalize "interest," he also needs more refined indicators of specific programs or courses that people have taken and of those they would like to take.

"Interest" as Past Behavior

Personal and Family Involvement

The most reliable indicator of "interest" is actual behavior. Respondents were asked if they had ever taken a continuing education course. Four hundred fifteen, just under forty per cent, answered affirmatively. Of these, one-third had been enrolled within the last five years.

Respondents were also asked whether other members of their families had taken adult education courses. Forty per cent reported that one or more members of their families had taken a course. Twenty per cent stated that this participation had occurred within the last five years. When figures for respondents and their relatives are brought together, we find that thirty-nine per cent of respondents, fifty per cent of respondents' nuclear families, and sixty per cent of respondents' extended families have participated in continuing education programs.

The data suggest that the family is an important factor in providing information and motivation for adult education. We find that for respondents who have never participated in such programs, only seventeen per cent report that another member of the nuclear family has ever been enrolled in one or more continuing education courses. By contrast, among respondents who have participated, twenty-nine per cent recall similar participation by another member of the nuclear family. This pattern suggests that individual program participants are important links to potential participants.

The data on course-taking in the subregions is displayed in Table 2.1. The columns present information on respondent participation over lifetimes, respondent participation over the past five years, and respondents' nuclear families' participation over lifetimes.

TABLE 2.1: Regional Variations in Participation in Adult Education

Subregion	Respondents' Participation Over Lifetimes	Respondents' Participation In Last 5 Years	Respondents' Nuclear Families Participation
Albany Center	45%	15%	55%
Outer Albany	38	11	47
Plattsburg	24	13	32
Utica-Rome	41	11	53
Total	39%	12%	50%

Two observations may be made about Table 2.1. First, the above-average occurrences of participation are in Albany Center and Utica-Rome. Albany Center is the location of a number of large, active continuing education programs; Utica-Rome has more limited resources. Second, Plattsburg is notable for the fact that more than half of those who have taken courses have done so in the last five years.

The Specifics of Courses Taken

What adult education courses do people take? The most complete and most accurate answer would be developed from records kept by institutions that offer such courses. Their files have the information on course titles and course enrollments.

The data gathered for the profile survey can provide a broad overview of course choices within the region. Individual institutions may wish to evaluate their own data in terms of the overview or to interpret the overview in terms of their own data.

Respondents named more than one hundred forty different courses in which they had enrolled at one time or another. The answers ranged from architecture to literature to ceramics to traffic safety. Coders coded

up to three responses for any individual for a total of six hundred fifty-two "mentions" of courses. Table 2.2 is a rank-ordered list of courses and course types that were named seven or more times. These fourteen courses and course types account for fifty-six per cent of the responses.

TABLE 2.2: Rank Order of Courses and Course Types Taken by Respondents

Course or Course Type	Number of Mentions
Secretarial, typing	89
Sewing, tailoring	63
Business, accounting, management	39
Crafts, patterns	27
Traffic safety	23
Fine arts, art	22
Mathematics	21
Foreign languages	19
Sports, physical education, fitness	16
High school equivalency	12
History	9
Welding, metalwork	9
Psychology	8
Auto repair	7

Because the number and variety of courses in which respondents had been enrolled is so unwieldy, we developed a six-category typology for use in further analysis. The categories may be briefly summarized as follows:

1. Arts and letters. This category includes courses which are a normal part of the liberal arts curriculum. It includes social studies, social science, language, English, literature, composition, history, religion, music, art, and architecture.

2. Self-improvement. This category includes courses designed for generalized self-improvement, the development of social skills and recreational skills. It includes reading, speed reading, speech, physical education, sports and games, driver education, and personality improvement.

3. Mathematics and science. In this category are courses on arithmetic, mathematics, and science.

4. Applied domestic skills. This category includes courses designed to give the average person technical

skills for his personal use and enjoyment. Such courses include sewing, tailoring, home repair, decorating, interior design, investment, safety or first aid, crafts, and hobbies.

5. Occupational skills. This category includes courses designed to provide occupation training. In it are business, accounting, market research, real estate, computer programming, engineering, industrial arts, nursing, law enforcement, nutrition, traffic safety, and agronomy.

6. High school equivalency diploma. Respondents identified some courses as part of high schcol equivalency sequences.

These categories were assembled for their usefulness in summarizing a large amount of diffuse data. Several aspects of their development are arbitrary. Not all courses fit neatly into slots. Some of the most difficult decisions about placement were in the areas of "applied domestic skills" and "occupational skills." Here, course titles were used as indicators of student motivation. We assumed that most students who elected sewing, home repair, or jewelry making were not in class to learn a trade. Similarly, we assumed that those who were taking welding, real estate, or accounting were learning trades.

The reader may not wish to accept these assumptions. We feel the decisions are evaluated positively in later analysis. Table 2.3 presents the breakdown of courses taken according to the typology.

TABLE 2.3: Proportion of Courses Taken in Each Category of the Typology

Course Type	Percentage of Total Mentions
Arts and letters	14%
Mathematics and science	3
Self-improvement	5
Applied domestic skills	23
Occupational skills	52
High school equivalency	3
Total	100%

Experiences Other Than Courses

Enrolling in formal coursework is the most commonly accepted definition of "participating in continuing education." It might be useful, however, for planners to think more broadly. It might be useful to define adult education as anything that adults do on on a campus. Respondents were asked if they had attended lectures or meetings on any campus in the region within the last five years. Twenty-three per cent reported attendance at one or more event. The importance of this form of continuing education activity to planners is discussed in greater detail in sections dealing with motivation.

"Interest" as Future Behavior

Articulated Interest in Specific Courses

In addition to asking if respondents had taken a continuing education course, interviewers asked, "Are there any courses which you felt you would like to take but did not?" After following up on course specifics, interviewers also asked, "If you had a chance now to take the course(s), would you take it?" Fifty-one per cent of the respondents said that they had felt like taking a course; thirty-four per cent stated that they remained interested in that course. The nature of these unmet needs must be of interest to planners.

Table 2.4 lists the twelve most frequently mentioned courses in order of the number of times they were mentioned. Column 1 contains the total number of mentions; column 2, the number of mentions in the "take now" category. Column 3 contains the results of dividing the "take nows" by the "total mentions" to create an indicator of stability of interest in the specific course.

TABLE 2.4: Interest in Courses That Were Not Available

Course Type	1. Total Number Mentions	2. "Take Now" Mentions	3. "Take Now" / "Total Mentions"
Secretarial	63	36	57%
Business	40	25	63%
Foreign language	32	26	81%
Nursing	29	12	41%
Fine arts, art	24	17	71%
Sewing, tailoring	24	14	58%
Mathematics	18	12	67%
Crafts	15	11	73%
Metalwork, welding	13	11	85%
Psychology	11	8	73%
Auto repair	10	5	50%
History	10	6	60%

Secretarial and business courses were mentioned most often as courses individuals had wanted to take. In terms of raw numbers, they are also the courses that would still be taken if they became available. However, it is interesting to note that current interest in secretarial courses, like current interest in nursing, sewing, and auto repair, is substantially below the level of interest that once existed. By contrast, attraction to courses in foreign languages, fine arts, metal work, and psychology remained relatively stable over time.

One part of an explanation of the differences in continuing course appeal must focus on the life cycles of the respondents. After a certain point in one's life or career, certain occupational training courses are of considerably less value. The individual has either learned the skill or information by another means or has discovered he does not need to know it. The same might be said of sewing. By contrast, the

life cycle does not provoke such straightforward disincentives for interests in the issues and information of the liberal arts curriculum.

This information on differences in interests over the life cycle may be one factor in the planner's consideration of present and future programs. At the very least, the life cycle data should encourage him to look at the demographic data on his market area.

In Table 2.5, the data on course interest are arranged according to the six-category typology.

TABLE 2.5: Interest in Courses That Were Not Available Arranged According to the Typology

Course Category	Percentage of Total Mentions	Percentage of "Take Now" Mentions
Arts and letters	25%	28%
Self-improvement	3	3
Mathematics and science	6	6
Applied domestic skills	14	14
Occupational skills	50	47
High school equivalency	2	2
	100%	100%

We might usefully compare this table of courses that are wanted with the listing of courses actually taken that appeared in Table 2.3. The major and striking differences are the drop in the number of mentions of courses in "applied domestic skills" and the increase in the number of mentions of courses in "arts and letters." The planner may take note of this apparently unfulfilled need for liberal arts courses. He will, of course, weigh it against the enrollment records and expressions of interest in "occupational skills."

Interest in the various course categories does not vary greatly across the subregions of the study. Table 2.6 suggests that the Plattsburg subregion may be characterized by less interest in occupational courses and greater interest in the liberal arts. The small number of cases involved makes this an uncertain interpretation.

TABLE 2.6: Interest in Courses That Were Not Available, Subregional Breakdown

Course Category	Albany Center	Outer Albany	Plattsburg	Utica-Rome	TOTAL
Arts and letters	27%	23%	32%	25%	25%
Self-improvement	4	3	5	1	3
Mathematics and science	6	6	10	6	6
Applied domestic skills	15	16	14	10	14
Occupational skills	47	50	39	56	50
High school equivalency	1	2	--	2	2
TOTAL	100%	100%	100%	100%	100%
N =	154	194	41	138	527

Responses Structured by the Survey

The data in the tables above was derived from open-ended questions. Respondents were asked to name courses they had taken and courses they would want to take. In another phase of the interview, they were shown a list of thirty courses and asked which of them they found "most interesting." They were encouraged to choose more than one.

Responses to this question were quite different from responses to the open-ended questions. The data displayed in Table 2.7 suggest very strong interest in "applied domestic skills" and "arts and letters" and quite limited interest in "occupational skills."

TABLE 2.7: Interest in Courses Named for Respondents (Rank Order)

Course	Percentage Interested
Sewing or cooking	29%
Gardening	24
Home repairs	22
Music or art	18
Typing or shorthand	16
Physical fitness	16
Great books	14
Foreign language	14
Swimming or golfing	13
History	13
Speed reading	13
Music appreciation	11
Photography	11
Mathematics	10
Machine shop	10
Public speaking	9
Religion, morals, or ethics	9
Office management	8
Community government	8
Dancing	7
Personality development	7
Infant or child care	7
Driving lessons	7
Agricultural subjects	6
Electronics	6
Bridge	5
International affairs	5
Salesmanship	4
Democracy	3
Citizenship or Americanization	2

There are two reasons why the planner should be wary of these data. First, the question moves the respondents away from real-world considerations of needs and motivations. It prompts them to think in terms of "enjoyment," a factor that is not powerful in producing actual course enrollments. Second, the question encourages respondents to answer in the terms they did by offering a quite meager choice of occupational courses. The list does not include the courses in business, accounting, finance, or traffic safety that were named in responses to the open-ended questions.

In Summary

Three measures of interest in continuing education may provide baseline information for planners. Records of courses actually taken and reports of courses in which correspondents stated they would enroll establish the importance of job-related skill courses in the continuing education curriculum. When life cycle effects are factored into the measure of enrollment intentions, the potential for courses in liberal arts is also suggested. This potential is further emphasized by respondents' evaluations of such courses as "most interesting."

The differences in the response patterns may be directly related to differences in emphasis in the questions asked. In naming courses actually taken, respondents are reporting strong motivation as well as interest. In naming courses in which they would enroll, they are reporting their own estimates of motivation and interest. (Forty-nine per cent had never felt motivated; sixty-six had no motivation at the time the question was asked.) In simply evaluating courses as "interesting" or "not interesting," respondents said nothing about motivation.

III.

THE KNOWLEDGE FACTOR

Studies in a variety of contexts in social behavior and marketing have established the relationship between knowledge of a subject and interest in that subject. A "lack of interest" is often a "lack of information." The failure to participate in continuing education programs may be directly related to the absence of a threshold level of information.

Thus the planner in continuing education must ask: How much information does the public have about continuing education? What is the content of this information? What is the public's perceptual map of the world of continuing education?

Basic Information About Programs

The Closest Place to Enroll

The most basic information a person can have about a program in continuing education is to know that it exists. Respondents were asked a sequence of questions about where they could take several different types of courses in continuing education. More specifically, they were asked to identify the closest institution in which they could take courses in 1) history, mathematics, or science, 2) typing or accounting, 3) a high school equivalency diploma.

Responses to this basic information question are presented in Table 3.1. High schools were selected most often for high school equivalency programs, typing, and accounting. Twenty-five per cent of the respondents also named a high school for a course in history, mathematics, or science. Just under one-third of the respondents named a two-year community college as the closest place to learn typing or accounting or history, mathematics, or science. Four-year institutions were named by more than a very few respondents only as sites for learning history, mathematics, or science. The large proportion of "Other" in the typing or accounting

category reflects information about private business schools.

TABLE 3.1: The Closest Place to Enroll: Type of Institution

Subject	2-year community college	4-year private college	4-year public college	BOCES	High school	Other	TOTAL	N
History, mathematics, or science	30%	19%	17%	--	25%	8%	100%	1045
Typing or accounting	29	5	5	3	42	16	100	995
High school equivalency diploma	6	1	3	3	77	10	100	872

The Closest College

Planners associated with two-year and four-year colleges within the region are particularly interested in the recognition of their own institutions as sites for continuing education. Respondents were asked directly, "Suppose a person who hadn't finished college wanted to finish his work and get a college degree, where is the closest place he could do this?" Eighty-seven per cent of the respondents were able to name a college. Twenty-two per cent were able to name two or more. Table 3.2 presents the list of colleges named in rank order according to the number of times they were mentioned.

TABLE 3.2: Institutional Visibility: Rank Order of Mentions for Institutions Offering a College Degree*

Institution	Number of Mentions
SUNY/Albany	260
Utica College	155
Adirondack	103
SUC/Plattsburgh	86
Fulton-Montgomery	77
Mohawk Valley	73
Union College	63
Skidmore College	55
Columbia-Greene	51
Hudson Valley	48
Siena College	37
Russell Sage College	30
College of St. Rose	23
Schenectady County	17
R.P.I.	16
North Country	9
Cobleskill Ag and Tech	8
Clinton County	5
Utica-Rome	4
Herkimer County	4

* Up to four responses per respondent were coded.

Because the original sample was drawn to reflect the distribution of the population in the region, the appearance of the largest school in the subregion that contains the largest number of residents of the region at the top of the list is not unexpected. Nevertheless, it must be noted that other Albany Center schools must be as close or closer to the respondents than SUNY/Albany. The large number of mentions indicates its general visibility as much as its location.

The visibility factor also explains the differences in the number of mentions for schools located close to each other, such as SUC/Plattsburgh and Clinton Community

College, Skidmore and Adirondack Community College, Schenectady County Community College and Union College.

Familiarity with Campuses

Visits to Regional Campuses

Knowing that there is a college that offers a program of continuing education is one type of information. Being familiar with the institution, knowing where it is, how to get to it, what it looks like, and how to get around it is a different and higher order of information. We might think in terms of perceptual barriers and physical barriers.

Tables 3.1 and 3.2 have suggested the nature of the perceptual barriers. Table 3.3 suggests the importance of the physical barriers. Individuals who have crossed the physical barrier, who have been on a campus for a lecture, meeting, or previous course are much more likely to express interest in taking a course on that campus now. The proportion of those who have been on a campus three or more times who are interested in a course now is double the proportion of those who have never been on a campus.

This is not to claim a straightforward causal relationship between "visits to campus" and "enrollment in courses." However, it is reasonable to infer that familiarity with a campus makes a person more receptive to the idea of taking a course. Additionally, we can conclude that people who come to the campus for any number of events are prospective enrollees.

TABLE 3.3: Physical Barriers. The Relationship Between Visiting a Campus and Being Interested in Enrollment

Visits	Never interested	Once interested	Now interested	TOTAL	N
Never on a campus	60%	15%	24%	100%	391
On a campus once or twice	47	21	32	100	332
On a campus three of more times	41	12	47	100	332
TOTAL	50%	16%	34%	100%	1055

The number of respondents who have crossed this physical barrier varies widely across the subregions. As Table 3.4 indicates, respondents in the Albany Center subregion were much more likely to have been on a campus for lectures, meetings, or courses than were respondents in any other subregion.

TABLE 3.4: Physical Barriers. Subregional Variations in Visiting Patterns

Subregion	Percentage who have visited a campus	Percentage who have been enrolled in a course
Albany Center	73%	19%
Outer Albany	62	10
Plattsburg	51	9
Utica-Rome	57	12
TOTAL	63%	13%

Knowledge of New Approaches

Programs in continuing education have grown in number and in size in recent years. They have also expanded beyond the formal institutional settings on which we have been concentrating.

A perceptual map of the institutional world was derived from responses to inquiries about institutions and programs and respondents' relationships to them. A similar map of non-traditional, non-institutional programs may be obtained.

Baseline information on the level of information about non-traditional, non-institutional programs in continuing education was obtained by simply asking respondents if they had heard of five different innovative programs that were in operation. They were asked if they knew about Empire State College, University without Walls, Degree Program for Experienced Adults, Mature Adult Program, and External Degree Program.

The clear message of Table 3.5 is that the innovative programs are not well known. Additionally, information about them varies widely among the subregions.

TABLE 3.5: Knowledge of Innovative Programs

Program	Percentage Informed				
	Albany Center	Outer Albany	Plattsburg	Utica-Rome	TOTAL
Empire State College	36%	21%	11%	16%	23%
University Without Walls	25	20	11	16	20
Degree for Experienced Adults	13	13	8	14	13
Mature Returning Student Program	14	10	6	12	11
External Degree Program	11	7	4	10	9

General awareness of non-traditional programs is highest in the Albany Center and Outer Albany subregions. In part, this awareness is an artifact of the questionnaire, which used the names of actual programs attached to Albany area institutions. (The Degree Program for Experienced Adults is at the College of St. Rose. University without Walls is a Skidmore offering.) Respondents outside the Albany area must have been responding to images conveyed by the titles.

It must be noted, however, that the two statewide programs, Empire State College and the External Degree Program, were also better known in Greater Albany than in the other two subregions. Because respondents were not asked how or where they had learned about the programs, we cannot explain this phenomenon in any but the most general terms. It is probably related to the level of program activity in Albany, to population characteristics (primarily occupation), and to publicity. The Albany Learning Center of Empire State is mentioned on television and radio and in the newspapers in the area.

The General Public Compared to Interested Students

It was noted at the beginning of this chapter that "lack of interest" is often "lack of knowledge." The causal pattern thus suggested is apparent in responses to questions about the non-traditional programs.

Table 3.6 shows the proportions of respondents-total and respondents-interested-in-courses who were aware of the five innovative programs. The differences are small. Prospective students are hardly more informed than the general public.

TABLE 3.6: Knowledge of Innovative Programs by Prospective Students

Program	Percentage Informed	
	Of Total Respondents	Of Course-Interested Respondents
Empire State College	23%	24%
University without Walls	20	22
Degree Program for Experienced Adults	13	17
Mature Adult Program	11	15
External Degree Program	9	12

The gains to be achieved from publicizing the programs more widely and more vigorously are suggested by Table 3.7. The respondents represented in the table are those who are "interested in taking a course now." Those who have heard of the innovative programs are consistently more likely to be interested in taking a course than those who have not heard of the programs.

TABLE 3.7: Effects of Awareness of Innovative Programs on Articulated Interest

Program	Percentage Interested in a Course Now	
	Of Those Aware of Innovative Programs	Of Those Unaware of Innovative Programs
Empire State College	43%	31%
University without Walls	46	31
Degree Program for Experienced Adults	45	33
Mature Adult Program	46	33
External Degree Program	51	33

In Summary

The data show a consistent relationship between awareness of continuing education opportunities and interest in participating in such programs. The causal relationship between these two factors is not pure. There are suggestions -- particularly in the responses to questions on the innovative programs -- that knowledge precedes interest. Yet we know that interest is also a spur to seeking information.

Two suggestions to planners seem to leap from the examination of these data. First, publicity is a key element in developing programs in continuing education. The availability of traditional and non-traditional programs must be advertized. Second, the strong relationship between "visits to campus" and enrollment in courses suggests where such efforts might begin. Increased efforts by institutions to bring adults across the physical barrier to lectures, cultural programs, community activities, and athletic events could be productive.

IV.

THE MOTIVATION FACTOR

The planner who wishes to maintain or expand a program or set of programs in continuing education must have some understanding of why students want to participate. He must be able to tailor course offerings to the felt needs of the population and to design appropriate publicity and information programs.

Motivations Articulated by Respondents

Responses Structured by the Questionnaire

Interviewers provided respondents with a list of seven "reasons people give for taking courses" and asked, "If you were to take a course, which reason(s) would be closest to your own?" The responses are summarized in Table 4.1.

TABLE 4.1: Reasons for Taking Courses*

Reason	Percentage Agreeing
1. To become a more informed person, generally	65%
2. Recreational or personal enjoyment	53
3. Meet new and interesting people	37
4. Job-related	34
5. Desire to become a better parent or spouse	23
6. Required for professional certification	19
7. Preparation for return to full-time study	7

* The total is greater than one hundred per cent because multiple responses were coded.

It is striking that the two reasons selected most frequently are two that may be described as "goals in themselves." The responses suggest that a continuing education course can be desirable for its own sake. The respondents would enroll in courses for the information and enjoyment that they would gain from the experience.

Far fewer respondents saw continuing education from a "goal facilitating" perspective. Only seven per cent felt they would take courses to work toward the goal of full-time study. Only nineteen per cent saw continuing education as a means to professional certification. These small proportions may reflect respondents' completion of levels of education with which they are satisfied and the fact that only a limited number of positions require professional certification. They may also reflect the abstract nature of the goal, which in both cases would probably be a certificate. The more attractive goal-facilitating alternative reported was to pick up a course or two in order to do a better job or get a better job. Thirty-four per cent said they would take a course for job-related reasons.

It is interesting to note that although the choices "job-related" and "professional certification" are related, the correlation is not strong (r=.29). Curiously, only sixty-four per cent of those who selected the "professional certification" reason also selected the the "job related" reason. This implies that a third of the respondents viewed professional certification as something independent of their jobs. We must wonder if this is an artifact of the questionnaire construction.

The two remaining reasons, which suggest social or personal goals for course-taking, received middle range support. Thirty-seven per cent said they would take courses to meet new and interesting people. Twenty-three per cent said they would enroll out of a desire to become a better parent or spouse.

Structure in the Responses

A correlational analysis of the responses on the seven reasons for taking courses indicates two distinct clusters. One cluster is composed of "professional certification" and "job related" reasons. The second cluster contains the two social-personal goals, "to meet new people" and "to become a better parent or spouse" and the goal-in-itself, "to become better informed." "Recreational or personal enjoyment" is related weakly to this second cluster. "Preparation for return to full-time study" stands alone.

The conclusion to be drawn from Table 4.2 is that there are essentialy two reasons for enrolling in continuing education courses: 1) to facilitate gaining occupational goals, 2) to facilitate achieving social-personal goals.

TABLE 4.2: Relationships Among Selected Reasons for Taking Courses (Entries are product-moment coefficients.)

	Job-related	Full-time study	More informed	Meet people	Better Parent, Spouse	Enjoyment
Professional certification	.29	.17	.04	.02	.10	-.01
Job related		.07	.06	.06	.08	-.08
Full-time study			.08	.08	.18	.04
More informed				.30	.23	.11
Meet people					.30	.29
Better parent or spouse						.19

Regional Variations on the Theme

The most significant result of a subregional analysis of the reasons selected for taking courses is that the two most popular reasons are the same in all four subregions. Similarly, preparation for full-time study remains the **least often** chosen. Among the subregions, Plattsburg stands out as the area in which social-personal reasons are selected most often. As Table 4.3 illustrates, the other three regions resemble the totals more closely.

TABLE 4.3: Reasons for Taking Courses: Regional Variations

Reason	Subregion				
	Albany Center	Outer Albany	Plattsburg	Utica-Rome	TOTAL
More informed	60%	71%	78%	60%	65%
Enjoyment	45	57	75	46	53
Meet people	31	41	61	32	37
Job-related	33	35	31	36	34
Better parent, spouse	21	23	42	20	23
Certification	19	17	15	21	19
Full-time study	9	8	7	6	7

Background Characteristics and Social-Personal Motivation

The strength of social-personal motivation for enrollment in continuing education courses varies across sex, socio-economic status, age, and income. The ranges of these variations for each of the components of the social-personal cluster are presented in Table 4.4.

TABLE 4.4: Proportion of Respondents Choosing Social-Personal Reasons in Varying Groups

Group	Reason			
	More Informed	Enjoyment	Meet People	Better parent or spouse
TOTAL	(65%)	(53%)	(37%)	(23%)
Male	61%	43%	28%	16%
Female	68	59	43	27
Age				
18 - 24	68%	55%	29%	27%
25 - 29	69	52	37	31
30 - 34	66	53	39	34
35 - 44	72	55	37	36
45 - 59	69	54	43	18
60+	57	50	37	11
Job				
Employed	70%	47%	35%	22%
Housewife	66	60	42	30
Retired	54	50	36	10
Unemployed	56	55	37	18
Income				
Less than $6000	54%	51%	39%	18%
$6000 - $9000	72	51	42	26
$9000 - $12,000	61	54	35	25
$12,000 - $20,000	75	59	38	29
More than $20,000	70	63	39	32
Education				
Less than 12 years	54%	44%	34%	16%
High school graduate	68	57	43	29
Some college	74	49	36	23
College graduate	73	69	35	25
Family				
Non-parent	64%	53%	39%	20%
Male parent	61	38	25	26
Female parent	71	61	43	38

Sex and Socio-economic Status

Although the social-personal reasons are widely shared, women and the higher socio-economic classes show a tendency to choose these reasons more often than men and lower socio-economic classes. Women selected all four social-personal reasons more often than men. With slight variations, the higher the income, the more the respondents chose social-personal reasons for enrolling in continuing education. The poorest and the least educated selected such reasons least often.

Age and Income

The goal of becoming a better parent or spouse appears to have a curvilinear relationship with age and income. The data reflect common sense logic: single persons and those without small children are unlikely to choose this reason.

There is some sense that the reason "to become a better parent or spouse" was generally interpreted as "to become a better parent." And in line with traditional role definitions, it was further interpreted as "to become a better mother." (For the broad range of interests in this study, we have operationalized "parent" as a parent of one or more children enrolled in elementary or junior high school. All other respondents are considered non-parents.)

Background Characteristics and Occupational Motivation

The strength of occupational motivations for enrollment in continuing education courses varies more widely across sex, socio-economic status, age, and income than does the strength of social-personal motivations. The key condition underlying much of the variation is membership in the labor pool. This status, in turn, is related to other background variables in patterns that are well-known to sociologists.

TABLE 4.5: Proportion of Respondents Choosing Occupational Reasons in Varying Groups

Group	Reason		
	Job-related	Certification	Full-time study
TOTAL	(34%)	(19%)	(7%)
Male	46%	19%	5
Female	28	19	9
Age			
18 - 24	43%	32%	17%
25 - 29	42	23	6
30 - 34	48	27	17
35 - 44	37	23	10
45 - 59	39	18	5
60+	14	5	2
Job			
Employed	53%	26%	7%
Housewife	20	15	10
Retired	12	3	3
Unemployed	35	23	7
Income			
Less than $6000	23%	8%	5%
$6000 - $9000	31	18	10
$9000 - $12,000	37	26	8
$12,000 - $20,000	51	22	10
More than $20,000	39	25	9
Education			
Less than 12 years	22%	9%	3%
High school graduate	37	14	8
Some college	42	28	11
College graduate	42	39	9
Family			
Non-parent	30%	17%	56%
Male parent	60	22	4
Female parent	29	18	13

The message from this table to the planner who wants to present courses that are job-related or lead to professional certification is simply, Examine the demographics for your area:

- The age cohort 30-34 contains those most likely to enroll in courses for occupational reasons.

- Men are more likely to enroll for job-related reasons than are women.

- Male parents stand out as a group with particularly strong inclinations for course-taking in job-related areas.

It may be noted that taking courses for job-related reasons appears to spring from a particular nexus of job-related experiences and motivations. Table 4.6 suggests that certain types of employed respondents are more likely to claim job-related motivations than others. Respondents with prior special training, low job and salary satisfaction, and greater ambition are more likely to enroll in courses for job-related reasons than are their less trained, more satisfied, and less ambitious fellow workers.

TABLE 4.6: Relationships between Job-related Reasons for Enrollment and Levels of Skill, Satisfaction, and Ambition

Trait	States Job-related Reasons	
	Yes	No
Special training experience		
Present job required initial special training	57%	42%
Job has required learning new skills through specialized training	65	43
Satisfaction		
Job satisfaction low	56%	47%
Salary satisfaction low	53	43
Ambition		
Respondent feels he can advance in his line of work	56%	45%
Respondent has thought of looking for a new job	62	45

Motivation and Course Selection

These data on general motivation for enrollment in programs in continuing education become particularly useful to the planner when they are related to patterns of course enrollment. Table 4.7 brings together responses to the motivation questions and responses to the question,"If you had a chance now to take the courses(s) (COURSE NAME), would you take it?"

TABLE 4.7: Motivation and Course Selection

Reason Selected	Course Category Selected						
	Arts & Letters	Self-Improvement	Math & Science	Applied Domestic Skills	Occupational Skills	H.S.	No Interest
Job-related	13%	1%	4%	6%	36%	--	40%
Professional certification	16	--	5	9	33	1	36
To be more informed	16	2	3	8	27	1	43
Recreational or personal enjoyment	14	2	3	9	26	1	45
To be a better parent or spouse	15	1	3	11	29	1	40
To meet new people	16	2	3	9	25	1	44

Overall, the greatest unfilled need for specific courses is in the area of occupational skills. Respondents from all categories of motivations most often named an occupational course as the one that had not been available but was still of interest. As might be expected, respondents who selected job-related motivations for course enrollment had the highest interest in courses in occupational skills.

It is similarly not surprising that the lowest levels of unfilled needs are found among those who would enroll in continuing education for the least specific reasons, "to be more informed," for "recreational or personal enjoyment," "to meet new people." Those needs are not related to specific courses. These respondents are also those who are less likely to enroll in any course.

Continuing Education as a Leisure Time Activity

One perspective on enrollment in continuing education -- particularly enrollment for the less specific social-personal reasons -- is that it is a leisure time activity, a variety of hobby. We may reasonably speculate that those who identify the motivation as "recreational or personal enjoyment" have in mind an activity in which they already participate.

Respondents were asked, "What things do you enjoy most in your spare time?" Their responses are organized by category and in rank order according to the number of times an activity was mentioned in Table 4.8. It should be noted that respondents' leisure time activities parallel the articulated non-occupational course interests that were identified in Chapter II. This suggests that the articulated course interests were **provoked** by actual involvement in these activities and interest in improvement.

TABLE 4.8: Leisure Time Activities Described by Respondents (Multiple Responses Coded)

Activity	Number of Mentions	
All sports		520
Fishing or hunting	157	
Bowling	73	
Golfing	53	
Stitchery		388
Sewing	177	
Knitting	104	
Reading		332
Gardening		168
Fine Arts		144
Painting	42	
Playing a musical instrument	28	
Socializing		78
Home maintenance and repair		76
Camping, traveling		62

In Summary

The data indicate that the most commonly stated reasons for enrolling in a continuing education course is "to become more informed." The content of this reason is suggested by analysis of choices of reasons presented to respondents. Two independent clusters are found: occupational reasons and social-personal reasons.

Men and employed persons (overlapping sets) are more likely to relate continuing education to occupational reasons. Women and better educated respondents are more likely to choose social-personal reasons. Respondents with prior special training, low job satisfaction, low salary satisfaction, and greater ambition most often relate continuing education to occupational reasons and are most likely to enroll in courses to improve their occupational status.

When we examine the relationship between reasons for taking courses and specific courses desire, we find differences between the two clusters. The differences are not great, however. Occupational courses are chosen most often by all "interest" groups. This suggests that the market for occupational courses is larger than simply those with occupational motivation. A number of respondents appear to see enrollment in an occupational course as a source of personal satisfaction.

V.

BACKGROUND CHARACTERISTICS OF INTERESTED INDIVIDUALS

Surveys of population attitudes are not available to planners on a regular basis. Planners may, however, have knowledge of basic demographic information. Information on background characteristics can be used to estimate motivation and identify categories of individuals who are likely enrollees.

Data from the profile survey suggest the boundaries within which such estimates may be made. Respondents were asked questions that let us describe

- who has taken continuing education courses in general,
- who has taken specific courses,
- who has an interest in taking any course,
- who has an interest in a specific course.

In each case, we can identify "who" in terms of sex, age, employment status, family income, education, and parental status.

Who Has Taken Courses

Table 5.1 relates background characteristics to total and recent course-taking experience. It shows that those characteristics most strongly associated with participating in continuing education include

- being female,
- being middle-aged,
- being employed,
- being relatively well educated,
- being generally middle class.

TABLE 5.1: Background Characteristics and Course-Taking Experience

"Who"	Percentage Ever Enrolled in a Course	Percentage Enrolled in the Last Five Years
TOTAL	(35%)	(12%)
Sex		
Male	28%	9%
Female	39	14
Age		
18 - 24	21%	19%
25 - 29	31	21
30 - 34	37	15
35 - 45	46	17
46 - 59	45	11
60+	25	4
Job		
Employed	39%	15%
Housewife	34	11
Retired	25	3
Unemployed	26	13
Income		
Less than $6000	27%	10%
$6000 - $9000	23	8
$9000 - $12,000	36	15
More than $12,000	45	16
Education		
Less than 12 years	21%	5%
High school graduate	37	12
Some college	46	19
College graduate	43	21
Family		
Non-parent	33%	11
Male parent	35	13
Female parent	43	14

Who Has Taken Specific Courses

Table 5.2 presents information on the types of courses that different population groups have taken. It suggests that the market for occupational courses is men; for applied domestic skills, women, especially those who do not work outside the home. The men who have taken occupational courses have come from among the employed and the lower income groups.

TABLE 5.2: Background Characteristics and Experience with Different Types of Courses

"Who"	Proportion Enrolled in Types of Courses					
	Arts & Letters	Self-Improvement	Math & Science	Domestic Skills	Occupational Skills	High School
TOTAL	(14%)	(5%)	(3%)	(23%)	(52%)	(3%)
Sex						
Male	10%	3%	4%	12%	67%	4%
Female	15	6	3	28	46	2
Age						
18 - 24	12%	6%	12%	12%	58%	--
25 - 29	15	10	5	15	55	--
30 - 34	16	4	--	31	45	4
35 - 45	14	8	1	27	48	2
46 - 59	13	2	2	22	59	2
60+	14	4	3	22	53	4
Job						
Employed	13%	2%	2%	17%	62%	4%
Housewife	15	9	3	33	39	1
Retired	15	6	3	18	52	6
Unemployed	15	4	7	26	48	--
Income						
Less than $6000	15%	4%	--	19%	60%	2%
$6000 - $9000	15	--	--	15	70	--
$9000 - $12,000	10	2	4	24	54	6
More than $12,000	15	5	2	24	52	2
Education						
Less than 12 years	18%	1%	--	16%	53%	12%
H.s. graduate	11	5	4	25	54	1
Some college	18	6	1	28	47	--
College graduate	13	7	6	21	52	--
Family						
Non-parent	14%	5%	2%	21%	55%	4%
Male parent	8	3	--	21	65	3
Female parent	17	8	2	33	39	1

Who Has Interest Now

In Table 5.3, we move from the history of course-taking by respondents to their statements of interest in taking a course now. Higher levels of interest are expressed by women, employed persons, younger age cohorts, the better educated, the higher income groups, and parents. Individuals who are retired and/or over sixty years of age express little interest. Those with low levels of income or education seem similarly disinterested.

TABLE 5.3: Background Characteristics and Current Interest in Courses

"Who"	Proportion Interested Now
TOTAL	(34%)
Sex	
Male	27%
Female	37
Age	
18 - 24	46%
25 - 29	44
30 - 34	47
35 - 45	41
46 - 59	36
60+	14
Job	
Employed	40%
Housewife	35
Retired	10
Unemployed	32
Income	
Less than $6000	12%
$6000 - $9000	27
$9000 - $12,000	43
More than $12,000	42
Education	
Less than 12 years	19%
High school graduate	38
Some college	41
College graduate	45
Family	
Non-parent	28%
Male parent	42
Female parent	45

Interest in Specific Courses

Table 5.4 displays the proportions of respondents in different population groups that are interested in specific courses. A plurality of members of all but one group choose occupational courses. The greatest interest in such courses is expressed by men -- especially male parents, the lowest income group, and the least educated group. It must be noted that these two last groups are, however, least likely to enroll in any course.

The best educated and those from the highest income group express the most interest in courses in arts and letters. The proportion of college graduates stating an interest in arts and letters courses, in fact, exceeds the proportion expressing interest in occupational courses. The strong interest of highest income and most educated groups in arts and letters should be noted by planners because these two groups are most likely to actually enroll in such offerings.

TABLE 5.9: Background Characteristics and Interest in Specific Courses

"Who"	Proportion Interested in Types of Courses					
	Arts & Letters	Self-Improve	Math & Science	Domestic Skills	Occupational Skill	High School
TOTAL	(25%)	(3%)	(6%)	(14%)	(50%)	(2%)
Sex						
Male	20%	3%	10%	8%	58%	2%
Female	28	3	4	17	46	1
Age						
18 - 24	28%	--	6%	8%	56%	2%
35 - 29	25	2	10	14	49	--
30 - 34	23	3	6	11	54	3
35 - 45	31	3	7	16	40	3
46 - 59	19	3	3	19	55	1
60+	32	6	7	8	47	--
Job						
Employed	25%	3%	6%	12%	53%	1%
Housewife	25	3	5	16	48	3
Retired	27	6	12	9	46	--
Unemployed	21	3	10	21	45	--
Income						
Less than $6000	14%	--	7%	16%	62%	1%
$6000 - $9000	27	3	7	13	48	2
$9000 - $12,000	24	2	6	14	52	2
More than $12,000	31	5	6	13	43	2
Education						
Less than 12 years	11%	4%	5%	11%	64%	6%
High school graduate	26	3	7	13	51	--
Some college	27	3	11	13	46	--
College graduate	40	2	5	22	31	--
Family						
Non-parent	28%	3%	6%	15%	47%	1%
Male parent	17	2	8	9	62	2
Female parent	23	3	5	14	52	3
Involvement						
Had a course within the last five years	32%	4%	1%	14%	49%	--
Would take a course now	28	3	6	14	47	2

In Summary

We find that above-average proportions of women, the employed, those with higher incomes, the better educated, and middle-aged persons have participated in continuing education at some point in their lives. Above-average proportions of these same groups state that they are interested in a course now.

Every group indicates greater interest in occupational courses than in any other kind of courses. Interestingly, among those most likely to enroll, there is also a strong interest in arts and letters.

VI.

THE APPROACH - AVOIDANCE MODEL: APPROACH

Every adult education course is a package. Course content is one important part of the package; however, other course characteristics including time of meeting, location, and mode of instruction are also important to prospective students. Course content is tailored to specific audiences. It is fitting that other characteristics be adapted to market needs as well.

The planner wants to know what combination(s) of general interest, motivation, and information are most likely to produce positive action (enrollment) on the part of residents of the region. Because cost factors are important, he wants specific information on the effects of inexpensive, "mechanical" factors such as scheduling.

This chapter begins with a discussion of different characteristics and regional and subregional preferences for each characteristic. The characteristics included are course location, course schedule, course cost, and the composition of the student body. These are then related to a variety of personal characteristics, including interest in courses. Finally, the course characteristics are related to program preferences.

Course Characteristics: Location

Classes at School vs. Independent Study

Planners of continuing education are increasingly interested in independent study alternatives. The thought is that people who work for a living cannot easily accommodate the lock-step of weekly or twice-weekly classes in an institutional setting. On the other hand their maturity and motivation might be conducive to independent study.

Respondents were asked, "Suppose you wanted to take a course that was being offered either by attending classes one evening a week at a nearby school, or by means of independent study. If you were to take the course, which

of these methods would you prefer...?" Table 6.1 shows that a considerable majority prefer classes to independent study. Only a small number are indifferent. This commitment to formal classes is consistent with the social-personal motivations for course-taking that were discussed earlier.

TABLE 6.1: Proportions Favoring Classroom Instruction

Subregion	Preferred Location			
	Classes at school	Independent study	Wouldn't matter	Not interested in classes
Albany Center	59%	23%	8	10%
Outer Albany	58	24	13	5
Plattsburg	49	19	20	12
Utica-Rome	64	18	11	7
TOTAL	(59)	(21)	(12)	(8)

The only significant regional differences are those in the Plattsburg subregion. It contains the smallest commitment to classes at school and the largest amount of articulated indifference to classes themselves as well as class scheduling.

Preferred Locations

The strong interest in classes in an institutional setting leads us to examine the question of preferred location for a college level course in greater detail. Respondents were asked to evaluate local campuses, work places, community centers, and local schools, as well as home as locations for class work. Local campuses and local schools were named as the most desirable locations. Very few favored having classes at their place of work.

Table 6.2 presents these data. It must be noted that subregional variations were large. Respondents in Albany Center and Utica-Rome strongly favored campus locations. In Outer Albany, the local school was most preferred. In Plattsburg, local school and home were popular; campus was a distant third choice. These choices clearly reflect the fact that college campuses are distant from many of the Plattsburg respondents. The closest campuses to half the Plattsburg respondents were a forty-five minute drive over country roads.

TABLE 6.2: Preferred Locations for Courses

Subregion	Preferred Location					
	Campus	Work	Community center	Local school	Home	Other
Albany Center	35%	3%	8%	28%	21%	5%
Outer Albany	27	4	9	37	21	2
Plattsburg	17	4	14	32	29	4
Utica-Rome	37	4	9	27	20	3
TOTAL	(31)	(4)	(9)	(31)	(22)	(3)

College Campus Accessibility

The importance of the distance factor is brought home by Table 6.3. It shows the pattern of answers to a question which asked how hard it would be for the respondent to get to a local college once a week. Sixty-seven per cent of the respondents in Albany Center said "easy." Only thirty-eight per cent of the Plattsburg respondents replied in that way.

TABLE 6.3: College Campus Accessibility

Subregion	Assessment of Accessibility		
	Very hard to reach	Somewhat difficult to reach	Easy to reach
Albany Center	14%	19%	67%
Outer Albany	22	26	52
Plattsburg	20	42	38
Utica-Rome	24	25	51
TOTAL	(20)	(25)	(55)

One of the components of the respondents' evaluation of campus accessibility was the travel time it would take to reach it. The importance of this factor is emphasized by data in Table 6.4.

The overwhelming majority of respondents were unwilling to travel more than thirty minutes to reach a place where a course was being taught. Within the Albany Center, Outer Albany, and Utica-Rome subregions, less than half the respondents drew the line at twenty minutes. By contrast, a majority of those in the Plattsburg area where campuses were more distant said that they would not travel more than twenty minutes.

TABLE 6.4: Amount of Time Respondents are Willing to Travel

Subregion	Maximum Travel Time			
	Not willing to travel	Less than 20 minutes	20 - 30 minutes	More than 30 minutes
Albany Center	19%	30%	40%	11%
Outer Albany	19	28	38	15
Plattsburg	16	46	26	12
Utica-Rome	15	22	41	22
TOTAL	(19)	(28)	(38)	(15)

Another component of campus accessibility is the services it provides. Respondents were asked if they would be interested in bringing their families to a "center where a variety of children's and adults' program would be offered separately, but at the same time." In all the subregions, reaction to this proposal was favorable.

TABLE 6.5: Evaluation of "Family" Centers

Subregion	Evaluation		
	Not necessary	"Good idea," I would use it	"Good idea," others could use it
Albany Center	35%	40%	25%
Outer Albany	45	32	23
Plattsburg	27	37	36
Utica-Rome	32	44	24
TOTAL	(37)	(38)	(25)

Other Course Characteristics

Respondents were also asked about other course particulars: preferred day of the week, preferred time of day, preferred cost, and whether they wanted to attend courses with full-time or part-time students.

Preferred Day of Week

The majority of respondents in all regions stated that they were indifferent to the issue of day of the week. Those who did care were somewhat partial to meeting early in the week. There was little interest in classes on Thursday, Friday, Saturday, or Sunday.

TABLE 6.6: Preferred Day of the Week for Class Meeting

Subregion	Preferred Day							
	M	Tu	W	Th	F	S	Sun	Doesn't Matter
Albany Center	10%	8%	8%	1%	2%	6%	1%	64%
Outer Albany	11	5	5	1	--	3	1	74
Plattsburg	16	3	2	2	1	1	--	75
Utica-Rome	12	7	4	1	1	3	1	71
TOTAL	(11)	(6)	(6)	(1)	(1)	(4)	(1)	(70)

Preferred Time of Day

The most popular time for a course is between 6 p.m. and 9 p.m. More than twice as many of the respondents chose this period as chose the second ranking time, 9 a.m. - noon. There is no interest in a breakfast course and minimal interest in afternoon courses.

There is much less indifference to time of day than to day of the week. This reflects normal scheduling constraints. People have more flexibility in organizing their weeks than in organizing their days. Those employed in nine to five jobs know that those hours are not "open."

TABLE 6.7: Preferred Time of Day for Class Meeting

Subregion	Preferred Time				Doesn't matter
	Breakfast	9 a.m.-noon	Afternoon	6 - 9 p.m.	
Albany Center	3%	17%	12%	41%	27%
Outer Albany	2	13	15	36	34
Plattsburg	2	13	12	32	41
Utica-Rome	4	14	7	43	32
TOTAL	(3)	(14)	(12)	(39)	(32)

Effects of Cost

In response to the question of what they would be willing to pay for an adult education class, almost none of the respondents said they would be willing to pay $75 or more. Half are unwilling to pay $25 or more. Demand for continuing education courses would appear to be highly elastic.

There are some subregional variations in the evaluation of costs. Respondents in the Utica-Rome and Albany Center subregions are willing to pay more than residents of Outer Albany and Plattsburg.

TABLE 6.8: Effects of Cost on Course-Taking

Subregion	Maximum Fees Acceptable		
	Less than $25	$25 - 74	$75 or more
Albany Center	49%	41%	10%
Outer Albany	59	34	7
Plattsburg	52	45	3
Utica-Rome	46	39	15
TOTAL	52	39	9

Preferred Classmates

One final characteristic of courses is the students enrolled. Respondents were asked if they would prefer to attend classes with full-time students or with other part-time students. Most claimed to be indifferent. However, of those who cared, the overwhelming preference was for classes with other part-timers. This preference was strongest in Albany Center and Utica-Rome.

TABLE 6.9: Preferred Classmates

Subregion	Preference		
	Full-time students	Part-time students	No difference
Albany Center	2%	44%	54%
Outer Albany	5	31	64
Plattsburg	5	36	59
Utica-Rome	6	43	51
TOTAL	(4)	(39)	(57)

A broad caveat must be expressed in regard to these evaluations of course characteristics. In each case, respondents were asked to estimate the amount of time, effort, or money that they would be willing to devote to some unnamed course. We suspect that there are a number of "exceptions" to the guidelines thus suggested.

The Fit Between Population Characteristics and Course Characteristics

In analysis up to this point, we have stressed only regional variations in course characteristic preferences. In Chapters III and IV, there is evidence that these preferences also vary according to differences in sex, age, socio-economic status, work situations, and personality attributes. Planners should want to be aware of how preferences vary among these population subgroups.

We have identified a variety of audience characteristics that should be of interest to planners. The first of these is demand for continuing education. Although we are interested in attracting new students to continuing education, it is important to recognize and respond to those who are already inclined to participate. "Inclination"

is represented here by positive responses to questions about interest in continuing education and participation in one or more courses during the last five years. "Disinclination" is represented simply by respondent statements that they have no interest in continuing education.

The second general audience characteristic that may be important is age. Different age groups, the young, the middle-aged, and the old, should have different preferences. Related to age is a third characteristic, retirement. The fact that the retired tend to have larger amounts of unstructured time makes this group of particular interest. It is interesting to contrast the preferences of those over sixty years old and those of the self-proclaimed retired.

A fourth set of characteristics are found in he overlapping categories "female," "housewife," and "female parent." The responsibilities and obligations of these groups of women make them of particular interest. For contrast, we have examined the preferences of male parents.

A fifth set of characteristics centers on employment and attitudes toward the job. The sixth characteristic considered is education, the last, family income.

We have examined the relationship of each of these audience characteristics to the nine course characteristic preferences. The tables that follow illustrate these relationships. To keep the tables manageable and informative, we have concentrated on the most important preferences and excluded the less important. All tables read from left to right and present the breakdown of alternative preferences for each group. In all cases, the distribution of alternative preferences for the total sample is given at the top of the table. These totals can be used for baseline comparisons.

TABLE 6.10: Proportions Favoring Classroom Instruction

Population Characteristic	Preferred Location		
	Classes at school	Independent study	Not interested in classes
TOTAL	(59%)	(22%)	(8%)
Demand			
Not interested in continuing education	50%	21%	14%
Would take a course now	70	19	2
Have had a course in the last 5 years	72	16	1
Age			
18 - 24	50%	35%	--
25 - 29	60	24	3
30 - 34	62	25	3
35 - 45	62	22	5
46 - 59	68	17	5
60+	50	18	21
Job			
Retired	39%	18%	25%
Employed	65	20	4
Work hours vary	59	25	3
Present job required special training	70	19	1
Present job has required learning new skills	70	19	1
Can go further in current line of work	64	21	5
Have thought of looking for a new job	68	22	2
Sex & Family Status			
Female	62%	21%	6%
Housewife	59	24	6
Female parent	64	23	3
Male parent	65	18	5
Education			
Less than 12 years	43%	25%	19%
High school graduate	63	22	4
Some college	70	19	8
College graduate	64	18	1
Income			
Less than $6000	48%	10%	22%
$6000 - $9000	50	19	7
$9000 - $12,000	64	24	1
More than $12,000	66	11	3

TABLE 6.11: Preferred Locations for Courses

Population Characteristic	Preferred Location		
	Campus	Local School	Home
TOTAL	(31%)	(31%)	(22%)
Demand			
Not interested in continuing education	27%	32%	23%
Would take a course now	36	31	17
Have had a course in the last 5 years	45	26	11
Age			
18 - 24	34%	19%	28%
25 - 29	36	29	24
30 - 34	26	33	24
35 - 45	31	36	18
46 - 59	31	33	19
60+	28	30	22
Job			
Retired	29%	32%	21%
Employed	36	31	17
Work hours vary	45	26	17
Present job required special training	43	24	13
Can go further in current line of work	38	29	16
Have thought of looking for a new job	40	27	16
Sex & Family Status			
Female	30%	33%	23%
Housewife	25	33	28
Female parent	28	36	22
Male parent	27	39	12
Education			
Less than 12 years	16%	29%	29%
High school graduate	25	34	21
Some college	42	23	13
College graduate	56	20	6
Income			
Less than $6000	28%	31%	23%
$6000 - $9000	22	34	24
$9000 - $12,000	29	33	23
More than $12,000	36	30	18

TABLE 6.12: College Campus Accessibility

Population characteristic	Assessment of Accessibility		
	Very hard to reach	Somewhat difficult to reach	Easy to reach
TOTAL	(20%)	(25%)	(55%)
Demand			
Not interested in continuing education	27%	22%	51%
Would take a course now	11	26	63
Have had a course in the last 5 years	8	28	64
Age			
18 - 24	15%	26%	59%
25 - 29	12	30	58
30 - 34	10	28	62
35 - 45	11	27	62
46 - 59	18	25	57
60+	37	20	43
Job			
Retired	32%	19%	49%
Employed	12	25	63
Work hours vary	19	22	59
Present job required special training	8	25	67
Can for further in current line of work	11	25	64
Have thought of looking for a new job	11	25	64
Sex & Family Status			
Female	21%	28%	51%
Housewife	24	30	46
Female parent	15	34	51
Male parent	11	24	65
Education			
Less than 12 years	36%	27%	37%
High school graduate	17	27	56
Some college	10	26	64
College graduate	7	19	74
Income			
Less than $6000	36%	25%	12%
$6000 - $9000	17	30	53
$9000 - $12,000	13	30	57
More than $12,000	12	19	69

TABLE 6.13: Amount of Time Respondents are Willing to Travel

Population Characteristic	Maximum Travel Time: Not willing to travel	Less than 20 minutes	20 - 30 minutes	More than 30 minutes
TOTAL	(19%)	(28%)	(38%)	(15%)
Demand				
Not interested in continuing education	26%	28%	33%	13%
Would take a course now	8	31	43	18
Have had a course in the last 5 years	7	29	47	17
Age				
18 - 24	11%	31%	41%	17%
25 - 29	9	28	47	16
30 - 34	7	34	45	15
35 - 45	12	31	45	12
46 - 59	13	28	39	20
60+	36	25	27	12
Job				
Retired	39%	29%	22%	10%
Employed	12	27	41	20
Work hours vary	14	27	39	20
Present job required special training	9	25	43	23
Present job has required learning new skills	8	30	38	24
Can go further in current line of work	11	27	42	20
Have thought of looking for a new job	5	24	52	19
Sex & Family Status				
Female	17%	30%	40%	13%
Housewife	17	33	37	13
Female parent	13	31	43	13
Male parent	8	29	41	22
Education				
Less than 12 years	33%	27%	26%	14%
High school graduate	15	29	43	13
Some college	9	30	45	16
College graduate	5	29	40	26
Income				
Less than $6000	35%	23%	27%	15%
$6000 - $9000	11	42	32	15
$9000 - $12,000	11	26	52	11
More than $12,000	10	27	44	19

TABLE 6.14: Evaluation of "Family" Centers

Population Characteristic	Evaluation "Good idea," I would use it
TOTAL	(38%)
Demand	
Not interested in continuing education	28%
Would take a course now	54
Have had a course in the last five years	52
Age	
18 - 24	41%
25 - 29	64
30 - 34	55
35 - 45	56
46 - 59	31
60+	13
Job	
Retired	18%
Employed	37
Work hours vary	39
Present job required special training	43
Present job has required learning new skills	47
Can go further in current line of work	45
Have thought of looking for a new job	49
Sex & Family Status	
Female	44%
Housewife	45
Female parent	66
Male parent	44
Education	
Less than 12 years	24%
High school graduate	42
Some college	49
College graduate	42
Income	
Less than $6000	28%
$6000 - $9000	41
$9000 - $12,000	46
More than $12,000	43

TABLE 6.15: Preferred Day of the Week for Class Meeting

Population Characteristic	Preferred Day			
	Monday	Tuesday	Saturday	Doesn't matter
TOTAL	(11%)	(6%)	(4%)	(70%)
Demand				
Not interested in continuing education	9%	4%	5%	75%
Would take a course now	15	9	5	63
Have had a course in the last 5 years	17	5	5	65
Age				
18 - 24	3%	8%	7%	69%
25 - 29	10	10	8	63
30 - 34	16	6	5	64
35 - 45	14	11	5	62
46 - 59	14	5	2	68
60+	8	2	1	86
Job				
Retired	5%	--	--	93%
Employed	14	7	5	69
Work hours vary	19	4	2	15
Present job required special training	15	8	3	62
Present job has required learning new skills	11	7	3	65
Can go further in current line of work	13	9	8	60
Have thought of looking for a new job	13	6	6	60
Sex & Family Status				
Female	12%	7%	4%	70%
Housewife	11	7	3	78
Female parent	10	9	6	67
Male parent	13	3	4	67
Education				
Less than 12 years	7%	3%	2%	72%
High school graduate	11	7	4	64
Some college	12	4	6	69
College graduate	16	12	1	59
Income				
Less than $6000	10%	2%	4%	76%
$6000 - $9000	7	5	5	74
$9000 - $12,000	11	9	4	68
More than $12,000	15	8	4	63

TABLE 6.16: Preferred Time of Day for Class Meeting

Population Characteristic	Preferred Time		
	9 a.m.-noon	6 p.m.-9 p.m.	Doesn't matter
TOTAL	(14%)	(39%)	(32%)
Demand			
Not interested in continuing education	14%	36%	39%
Would take a course now	16	43	24
Have had a course in the last five years	15	47	23
Age			
18 - 24	3%	49%	23%
25 - 29	19	50	16
30 - 34	14	51	22
35 - 45	19	49	21
46 - 59	17	38	27
60+	9	16	63
Job			
Retired	8%	8%	72%
Employed	10	54	21
Work hours vary	10	40	35
Present job required special training	13	53	21
Present job has required learning new skills	9	56	17
Can go further in current line of work	10	52	20
Have thought of looking for a new job	8	53	20
Sex & Family Status			
Female	19%	36%	30%
Housewife	22	31	32
Female parent	25	36	23
Male parent	8	56	26
Education			
Less than 12 years	10%	24%	49%
High school graduate	14	43	28
Some college	21	45	21
College graduate	17	45	17
Income			
Less than $6000	11%	24%	48%
$6000 - $9000	9	48	29
$9000 - $12,000	16	41	26
More than $12,000	17	45	24

TABLE 6.17: Effects of Cost on Course-Taking

Population Characteristics	Maximum Fees Acceptable		
	Less than $25	$25 - 74	$75 or more
TOTAL	(54%)	(37%)	(9%)
Demand			
Not interested in continuing education	62%	30%	8%
Would take a course now	42	48	10
Have had a course in the last 5 years	52	38	10
Age			
18 - 24	43%	46%	11%
25 - 29	43	44	13
30 - 34	49	42	9
35 - 45	54	36	10
46 - 59	49	42	9
60+	71	21	8
Job			
Retired	53%	39%	9%
Employed	44	45	11
Work hours vary	45	42	13
Present job required special training	44	43	13
Present job has required learning new skills	41	44	15
Can go further in current line of work	45	43	12
Have thought of looking for a new job	42	46	12
Sex & Family Status			
Female	57%	36%	7%
Housewife	60	33	7
Female parent	56	37	7
Male parent	41	43	16
Education			
Less than 12 years	71%	21%	8%
High school graduate	55	37	8
Some college	35	54	11
College graduate	36	49	15
Income			
Less than $6000	75%	18%	7%
$6000 - $9000	56	41	3
$9000 - $12,000	48	40	12
More than $12,000	38	49	13

TABLE 6.18: Preferred Classmates

Population Characteristics	Preference		
	Full-time students	Part-time students	No preference
TOTAL	(4%)	(39%)	(57%)
Demand			
Not interested in continuing education	5%	41%	54%
Would take a course now	4	35	61
Have had a course in the last 5 years	4	34	62
Age			
18 - 24	9%	25%	66%
25 - 29	1	37	62
30 - 34	2	45	53
35 - 45	3	40	57
46 - 59	6	41	53
60+	4	38	58
Job			
Retired	8%	34%	57%
Employed	3	40	57
Work hours vary	6	29	65
Present job required special training	5	31	64
Present job has required learning new skills	8	29	63
Can go further in current line of work	6	35	59
Have thought of looking for a new job	5	29	66
Sex & Family Status			
Female	3%	40%	57%
Housewife	2	42	56
Female parent	3	43	54
Male parent	3	37	60
Education			
Less than 12 years	5%	45%	50%
High school graduate	3	42	55
Some college	3	32	65
College graduate	10	24	66
Income			
Less than $6000	4%	41%	55%
$6000 - $9000	4	50	46
$9000 - $12,000	4	37	59
More than $12,000	5	38	57

In Review

Respondents who would take courses now showed more interest in classes at school and attending courses on campus than did respondents with no interest. The interested were also willing to make more sacrifices in order to enroll in continuing education programs. They were willing to travel further and pay more. It is perhaps just another measure of their interest that they were more likely to express preferences for particular days and times of class meeting and to support "family centers."

The employed as a category showed many of the same characteristics as the interested. This occurred in part because of the high degree of overlap between the two sets. Nevertheless, even greater number of the employed were willing to accept relatively high costs in time, travel, and fees. By contrast, housewives and female parents evidenced much less mobility. They could not travel as far or pay as much as the employed. A larger than average proportion of housewives stated preferences for home and independent study, even though majorities preferred study in institutional settings.

The retired and the over-sixty showed the greatest indifference to preference alternatives. This strongly suggests a general lack of interest in continuing education programs rather than some weakly defined willingness to go along with any one of the alternatives. These respondents were least willing to make sacrifices to attend classes. They were immobile, unwilling to travel distances and unwilling to spend money. The responses undoubtedly reflect the circumstances in which many senior citizens find themselves. Planners will have to overcome mobility and opportunity barriers as pre-conditions for senior citizen participation in continuing education.

Programs Interests and Course Characteristic Preferences

The type of course program in which respondents expressed an interest is related to their course characteristic preferences. The following tables show preference differences that may help course planners.

Respondents interested in arts and letters are campus-oriented and willing to pay more than others. Respondents interested in applied domestic skills are most likely to choose a course at a local high school, to reject home study, to prefer morning class meetings, and to spend the least. Those interested in occupational courses are distinguished from other groups by their interest in independent and home study.

TABLE 6.19: Preferred Location for Specific Programs

Program	Preferred Location				
	Campus	Local high school	Home	Other	
Arts & Letters	46%	22%	13%	19%	100%
Applied Domestic Skills	39	36	10	15	100
Occupational Skills	29	34	25	12	100

TABLE 6.20: Proportion Favoring Classroom Instruction for Specific Programs

Programs	Preferred Setting		
	Classes at school	Independent study	Doesn't matter
Arts & Letters	74%	17%	10%
Applied Domestic Skills	70	15	15
Occupational Skills	64	24	12

TABLE 6.21: Preferred Day of Week for Specific Programs

Programs	Preferred Day			
	Monday	Tuesday	Saturday	Doesn't matter
Arts & Letters	14%	10%	3%	73%
Applied Domestic Skills	21	11	5	63
Occupational Skills	11	7	5	77

TABLE 6.22: Preferred Time of Day for Specific Programs

Programs	Preferred Time		
	2 a.m.-noon	6 p.m.-9 p.m.	Doesn't matter
Arts & Letters	14%	38%	48%
Applied Domestic Skills	24	41	35
Occupational Skills	13	41	46

TABLE 6.23: Effects of Cost on Specific Programs

Programs	Maximum Fees Acceptable		
	Less than $25	$25 - $75	$75 or more
Arts & Letters	40%	48%	12%
Applied Domestic Skills	52	40	8
Occupational Skills	45	45	10

In Summary

Each of the tables in this chapter is, in itself, a summary. Data has been presented in a format that will enable planners to anticipate the course characteristic desires of specific groups defined in terms of subregions, population characteristics, and course preferences.

VII.

THE APPROACH-AVOIDANCE MODEL: AVOIDANCE

Only a minority of respondents have ever taken a course (forty per cent) and a slightly smaller minority state they would take a course now (thirty-four per cent). Some of the non-participants simply have no interest in continuing education, but others have been deterred by specific factors. This chapter explores the reasons that respondents offer for not participating in continuing education.

Reasons for Not Participating

To identify reasons for not taking courses, respondents were given a list of twelve reasons and told, "Here are some reasons people have given for not participating in adult education. Do any of these reasons apply in your case?" Table 7.1 presents the responses in rank order in terms of the percentage of respondents who agreed. Because multiple responses were encouraged, the totals are greater than one hundred per cent.

TABLE 7.1: Reasons for Not Participating in Adult Education

Reason	Per cent agreeing
Not enough time	54%
Family responsibilities	46
Work schedule interferes	38
Cost is too high	36
Too tired at the end of the day	32
Courses I'm interested in are not available	28
No information on courses available	26
Don't feel I could go back to school successfully	23
No transportation	16
Don't enjoy studying	16
Takes too long to complete program	15
Don't know what I'd like to learn	14
Child care not available	13

The top three reasons given appear to be three ways to say, "I have no time." Women claim family responsibilities. Men claim work schedules. About a quarter of the respondents seem to be rejecting continuing education completely with twenty-three per cent expecting failure, sixteen per cent disliking study, and fourteen per cent not knowing what to take.

Specific problems -- cost, transportion, child care -- are mentioned less often. These issues about which administrators could do something in terms of scholarships, scheduling, or providing special purpose facilities are less important in avoidance than more general issues such as the image of programs and respondents' images of themselves.

The total pattern of avoidance responses is reflected in the subregional breakdowns. The rank orders are consistent in all but the Plattsburg area where forty-three per cent of respondents say that courses they want are not available and forty-four per cent say they lack information.

Correlational Analysis

Correlational analysis of the responses of the total sample to the non-participation question shows an interesting dichotomy in the responses. The excuses of no time, conflicting work schedules, and family responsibilities are intercorrelated. Respondents who claimed one tended to claim another.

A similar cluster of excuses consists of the three negative attitudes about continuing education: don't enjoy it, fear failure, don't know what to learn. These two clusters for not participating are independent of one another. Those with negative attitudes do not claim to lack time or have conflicts with work or family. Similarly, those who feel the pull of work and family do not share the negative attitudes toward continuing education.

TABLE 7.2: Correlations Among Selected Reasons for Not Participating

	Work	Family	Too tired	Program too long	Don't like study	No Success	Don't know what to take
No time	.45	.38	.32	.12	.04	-.06	.06
Work interferes		.21	.25	.14	.02	-.04	.03
Family interferes			.24	.12	.01	-.03	.02
Too tired				.22	.21	.21	.17
Program too long					.15	.29	.19
Don't like study						.32	.28
Don't know what to take							.24

The independence of the two clusters suggests that policy planners might best avoid those with negative attitudes and concentrate their efforts on the segment of the population that claims time constraints and schedule conflicts. Because these people do not have basically negative attitudes, they might well respond to attempts to assist them by easing identifiable barriers. Among the barriers previously identified, only a lack of child care is related to items in the no-time cluster ($r = .32$ with family responsibilities)

Although the clusters are distinct and independent, two additional reasons for non-participation appear to link the clusters. "Too tired" is an easy summary excuse that both groups adopt; it is only slightly more strongly related to the "no time" cluster. The perception of programs as "too long" is more strongly related to the negative attitude items.

Motivations for Participating and Reasons for Not Participating

During the course of the analysis, we examined the relationship between the stated motivations to participate and the stated reasons for not particpating. In Chapter IV, we identified two clusters of motivations for participation, the social-personal and the occupational. The relationship between participation and non-participation items is meagre. The highest correlation is $r = .19$ between job-related motivation and work schedule interference. The motivation to be a better parent is correlated with family responsibilities ($r = .18$) and need for child care ($r = .16$). Occupational motivations are negatively correlated with the expectation of no success ($r = -.12$ and $-.13$).

Background Characteristics and Reasons for Not Participating

Table 7.3 is designed to show how selected different demographic characteristics are associated with different reasons for not participating in adult education. The table shows for each group named the proportion that chose each reason. Cost stands out as an important factor for the young, the unemployed, and the lower income groups. Family responsibilities concern women, housewives, and female parents (overlapping sets) most. Women feel the lack of child care and transportation facilities more than men do.

TABLE 7.3: Population Characteristics and Reasons for Not Participating

Characteristic	Reasons for Not Participating				
	Cost	Family Responsibilities	Work Schedule	No Child care	No transport
TOTAL	(36%)	(46%)	(38%)	(13%)	(16%)
Sex					
Male	31%	32%	47%	5%	8%
Female	39	54	33	17	20
Age					
18 - 24	55%	31%	42%	24%	35%
25 - 29	40	65	47	31	30
30 - 34	38	63	41	37	31
35 - 45	34	62	41	24	25
46 - 59	29	46	48	15	23
60+	37	25	22	8	34
Job					
Employed	34%	41%	58%	19%	15%
Housewife	37	66	23	23	23
Retired	38	20	15	11	18
Unemployed	43	27	31	11	18
Income					
Less than $6000	47%	35%	26%	10%	27%
$6000 - $9000	49	48	38	21	19
$9000 - $12,000	39	54	45	16	13
More than $12,000	22	49	43	11	10
Family					
Non-parent	36%	30%	35%	8%	17%
Female parent	38	78	38	31	17
Male parent	31	49	57	9	4

Cost

The cost of adult education has not been an important factor in the analysis of non-participation. We have seen, however, that the cost burden is felt most keenly by those least able to afford school. (It must be noted that these groups also show the least interest and cost may or may not be a factor in determining interest.)

In order to further pin down the importance of cost, responses to three other questions were examined. Respondents were asked,

> "In general, do you think that educational classes for adults would be an important thing for your community to spend money on?"
>
> "Do you think that adult education classes should be offered free of charge to the public, partially funded by the community, or that those who want to take them should have to pay for them?"
>
> "How much would you be willing to pay for an adult education course?"

There is strong support for community expenditures on adult education; eighty-five per cent of the respondents agreed that this was an "important" area. There were no differences between those who had said cost was a barrier to their participation and those who said cost was not a barrier.

There were small differences between the two groups on the issue of free adult education. Twenty-two per cent of those who said cost was a barrier favored free education; thirteen per cent of those who said cost was not a barrier also took this position.

As might be expected, those who did not see cost as a barrier were willing to pay more for a course than were those who did see it as a barrier.

Information

In an earlier chapter, we discussed the direct relationship between lack of interest and lack of information. It appears that it would be a mistake if planners discounted those who said they did not participate in courses because courses were not available or they had no information. Table 7.4 suggests

that above-average proportions of both of these groups have said they were interested in taking courses.

TABLE 7.4: Information Gaps and Course Interest

Stated Reason for Not Participating	Interest in Participating		
	Would take course now	Would not take course now	Not interested at any time
Courses not available	45%	14%	41%
No information about courses	39	13	48
TOTAL SAMPLE	34	16	50

In Summary

The main reasons respondents state for not participating in adult education is a lack of time. Family and work compete with adult education. A second set of reasons, which were held by a quarter of the respondents, is a lack of interest. Significantly, lack of time and the negative attitudes associated with no interest in adult education are unrelated. This strongly suggests that if planners could mitigate the time problem, more people would take adult education courses. Providing child care activities appears to be a partial solution.

Thirty-six per cent of the respondents said cost is a reason for not participating. However, these same people also showed the least interest in continuing education. This probably reflects the reality of their need to devote their time to the immediate issues of earning a living. We found across the board support for community expenditures for adult education.

A quarter of the respondents claimed courses they wanted were not available or that they lacked information. Thus we came back to the relationship between information and interest and participation. The strong suggestion of the data is that public information campaigns should realize significant results.

VIII.

CONCLUSION

Interest in continuing education is high. Many of the respondents and members of their families had taken adult education courses. Fifty-one per cent stated that they had wanted to take a course at some point in their lives; thirty-four per cent remained interested in taking a course now.

Courses leading to occupational skills are mentioned most often by people with an interest in taking a course. Courses in arts and letters receive the second largest number of mentions. When the courses that people had wanted to take over their lifetimes are compared with the courses they want now, there is a greater drop away from occupational courses from than arts and letters. This reflects life-cycle effects. One learns the particular occupational or domestic skills early in life or grows out of the interest.

Every course is a package which includes not only course content, but also such characteristics as time of meeting, location, and mode of instruction. Subregional and group preferences for specific course characteristics vary. Planners should be aware of these differences and match course characteristics to prospective students.

Although thirty-four per cent of respondents said they would be motivated to take a course for job-related reasons, majorities said they would be motivated by a desire for information or enjoyment. The latter social-personal motivations are expressed most often by the higher socio-economic groups. Young males, especially those with school children, are most strongly motivated by job-related reasons.

Younger adults, women, and higher socio-economic groups express the most interest in taking a course now. Although these groups all express strong interest in occupational skills, they tend to be most interested in arts and letters courses. Only women see some problems in getting to classes. Above-average

proportions of these three groups support the idea of family centers.

Respondents gave two sets of reasons for not participating in continuing education -- no time and no interest. A quarter of the respondents express sufficiently negative attitudes to suggest that they neither have nor will soon develop interest in continuing education. A much larger proportion, however, say that the time demands of family and work deter them from participating in adult education. The fact that these two groups are independent suggests that if planners could overcome the work-time and family constraints of this group, they would participate. Family centers appear to be one popular solution. Scheduling classes at work is not popular.

There is evidence of significant information gaps in the population's perceptual map of continuing education. Although eighty-seven per cent of respondents could name a college that was close to them, many colleges had little visibility within their subregions. Depending upon the subregion, between twenty-seven per cent and forty-nine per cent of the respondents had never been on any campus in the Northeast Region. Again depending upon the subregion, between sixty-four and eighty-nine per cent of the respondents had never heard of Empire State College. Even smaller proportions were aware of other innovative programs in continuing education. The importance of knowledge is highlighted by its relationship to present interest in taking a course.

We have suggested that the information gap could be reduced by getting more people to campuses for social or civic activities and by using the campus to disseminate information and the students to carry information. In addition, we have identified a variety of special populations to whom specific information campaigns could be directed.

ADDRESS_____ INTERVIEWER NUMBER_____

_____ DATE_____

COUNTY _____ TIME INTERVIEW BEGAN_____ ENDED_____

RES. ID NUMBER_____

RESPONDENT'S NAME_____

DATE OF BIRTH_____

MARITAL STATUS: 1. MARRIED _____ 2. WIDOWED _____ 3. DIVORCED _____

4. SEPARATED _____ 5. NEVER MARRIED _____

1. I would now like to list all other members of the household and their ages. First the head of the household, and then all other members from the oldest down to the youngest.

NAME	AGE	STUDENT - PART OR FULL TIME	NAME OF SCHOOL
1.			
2.			
3.			
4.			
5.			

2. Are any members of the family presently enrolled in any school or educational program?

   A. (If yes) Is that full-time or part-time?

   B. (If yes) What is the name of the school?

FILL IN COLUMNS FOR THOSE ENROLLED IN SCHOOLS.

RANDOMLY CHOOSE RESPONDENT FROM AMONG ADULTS 18 YEARS OF AGE OR OLDER WHO ARE NOT FULL-TIME STUDENTS.

3. What things do you enjoy most in your spare time; that is, in the time you have left over after work and household tasks are done for the day?

_____

_____

_____

4. About how many hours a week do you consider to be free time? _____

5. Where would you go in this area if you wanted to study history, math, or science? (GET NAME OF SCHOOL(S) IF MENTIONED)

_____

_____

6. Suppose a person wanted to learn typing or accounting, where is the closest place he/she could go to learn? (GET NAME OF SCHOOL(S) IF MENTIONED)

_____

_____

7. Suppose a person who hadn't graduated from high school wanted to get an equivalency diploma, where is the closest place? (GET NAME OF SCHOOL(S) IF MENTIONED)

_____

_____

8. Suppose a person who hadn't finished college wanted to finish his work and get a college degree, where is the closest place? (GET NAME OF SCHOOL(S) IF MENTIONED)

_____

_____

IF NO COLLEGE NAMED ABOVE ASK QUESTION 9

9. Is this area served by any community colleges or four-year colleges?

(1) YES (2) NO

If yes, which ones are they?_____

_____

10. Have you ever been on the campus of any of the schools on this list? (HANDCARD #1)

(1) YES (5) NO

(If yes) which ones are they?_____

_____

11. In the last five years have you ever attended a lecture, meeting, or course at one of these schools?

(1) YES (LIST BELOW) (5) NO

(If yes) what was it?

EVENT	SCHOOL
1.	
2.	
3.	
4.	
5.	

12. There are several relatively new approaches to adult education in the area; have you heard of any of the following?

A. Empire State College (1)YES (5) NO What have you heard?___

_____

B. External Degree Program (1)YES (5) NO What have you heard?___

_____

C. University Without Walls (1)YES (5) NO What have you heard?___

_____

D. Mature Returning Student Program (1)YES (5) NO What have you heard?___

_____

E. Degree for Experienced Adults (1)YES (5) NO What have you hear___

_____

13. Would you be interested in bringing your family to a center where a variety of children's and adult's programs would be offered separately but at the same time?

    1) no, programs adequate

    2) yes, would use personally

    3) yes, for use of others

14. We would now like to ask about your educational history. Could you tell me if you attended:

LEVEL	YES	NO	PUBLIC	PRIVATE
GRAMMAR				
JR. HIGH				
HIGH SCHOOL				
JR. COLLEGE				
COLLEGE				
ADVANCED DEGREES				

a) Highest grade attended: 1,2,3,4,5,6,7,8,9,10,11,12;college,1,2,3,4,5,&.

b) Degrees, certificates, or diplomas obtained: _____

_____

15. Have you taken adult education courses of any sort?

    (1) YES (5) NO (GO TO QUESTION 17)

A. What course was that? (LIST COURSES)
B. Where did you take the course? (NAME OF SCHOOL)
C. What year was that?
D. Did you receive credit toward a degree for the course?
E. (If yes,)What degree was that?

COURSE	NAME OF SCHOOL	YEAR	CREDIT YES	CREDIT NO	DEGREE
			1	5	
			1	5	
			1	5	

16. Do you recall how you first heard about these courses? (How did you learn about these courses?)_____

_____

17. Are there any courses which you felt that you would like to take but did not?

(1) YES (list below) (5) NO(GO TO QUESTION 18)

A. What kinds of courses did you have in mind? (GO THROUGH THE LIST OF COURSES GIVEN BY RESPONDENT AND ASK THE FOLLOWING QUESTIONS ABOUT EACH COURSE.)

B. What stopped you from taking the course(s)? (FILL IN COURSE NAME)

C. If you had a chance now to take the course(s) (COURSE NAME), would you take it?

COURSES	REASONS FOR NOT TAKING	WOULD YOU TAKE NOW
1.		(1)YES (5)NO
2.		(1)YES (5)NO
3.		(1)YES (5)NO
4.		(1)YES (5)NO
5.		(1)YES (5)NO

GO TO QUESTION 18

18. Does your employer provide training or financial aid for continuing education?

(1) YES (5) NO

19. Have any relatives ever taken an adult education course of any sort? (ENTER IN CHART BELOW)

(1) YES (5) NO (7) DON'T KNOW

A. Who was it?(Relationship)
B. What kird of course was that?
C. Where was it?
D. What year?

	RELATIONSHIP	COURSE	SCHOOL	YEAR
1.				
2.				
3.				
4.				
5.				

20. I have here a list of courses that many colleges and community colleges offer regularly (HANDCARD #2). Which of these courses do you think you would find most interesting? PROBE Any others?

HANDCARD # 2

Great Books	Home repairs
History	Sewing or cooking
Mathematics	Gardening
Foreign Languages	Infant or child care
Music Appreciation	Speed reading
Machine Shop	Personality development
Typing or Shorthand	Public speaking
Salesmanship	Physical fitness
Office Management	Religion, morals, or ethics
Electronics	International affairs
Photography	Community government
Bridge lessons	Democracy
Dancing lessons	Citizenship or Americanization
Swimming or golf lessons	Agricultural subjects
Music or art lessons	Driving lessons

21. If you were given a choice of location for a college level course, would you prefer to take it on campus, at your place of work, at a community center, at a local school, at home, or some other place?

    1) Campus

    2) Work

    3) Community Center

    4) Local School

    5) Home

    6) Other_____
    (specify)

22. What day of the week would you prefer or doesn't it matter?

    1) Monday

    2) Tuesday

    3) Wednesday

    4) Thursday

    5) Friday

    6) Saturday

    7) Sunday

    8) Doesn't Matter

23. What time of day would you prefer or doesn't it matter?

    1) 7:00 a.m. - 9:00 a.m.

    2) 9:00 a.m. - 12:00 noon

    3) 12:00 noon - 3:00 p.m.

    4) 3:00 p.m. - 6:00 p.m.

    5) 6:00 p.m. - 9:00 p.m.

    8) Doesn't Matter

24. How much time would you be willing to spend in traveling to a course? (One way time)_____

25. Would you prefer to attend classes with full-time students or other part-time students or wouldn't it make any difference?

    1) Full-time

    2) Other part-time

    3) No difference

26. There are many methods today which people use to learn. As I read them off, tell me if you have ever studied in any of these ways.

A) Correspondence Course	(1) YES	(5) NO
B) Educational T.V.	(1) YES	(5) NO
C) Cable T.V.	(1) YES	(5) NO
D) Programmed Instruction	(1) YES	(5) NO
E) Audio Cassettes	(1) YES	(5) NO
F) Tutorial Study	(1) YES	(5) NO
G) Radio Broadcast Study Centers	(1) YES	(5) NO
H) Talk-back Telephone Instruction	(1) YES	(5) NO

(IF YES TO ANY ABOVE) What did you like (or dislike) about the method?

A) Correspondence Course_____

B) Educational T.V._____

C) Cable T.V._____

D) Programmed Instruction_____

E) Audio Cassettes_____

F) Tutorial Study_____

G) Radio Broadcast Study Centers_____

H) Talk-back Telephone Instruction_____

27. Suppose that you wanted to take a course that was being offered either by attending classes one evening a week at a nearby school, or by means of independent study. If you were to take the course, which of these methods would you prefer -- the classes at school or the independent study?

    1) Classes at school

    2) Independent study

    3) Wouldn't matter

    4) Neither

    A. (IF ANSWERED 1 OR 2) Why would you prefer this method?_____

    _____

28. I have here a list of reasons people give for taking courses. If you were to take a course, which reason(s) would be closest to your own?

    (CIRCLE THE NUMBER OF THE RESPONSES)

    1) To become a more informed person, generally.

    2) Required for professional certification, etc.

    3) Recreational or personal enjoyment.

    4) Job related.

    5) Desire to become a better parent or spouse.

    6) Meeting new and interesting people.

    7) Preparation for return to full-time study

    8) Other_____
    (specify)

29. Here are some of the reasons people have given for not participating in adult education. Do any of these reasons apply in your case?

A) Cost is too high	(1) YES	(5) NO
B) Not enough time	(1) YES	(5) NO
C) Family responsibilities	(1) YES	(5) NO
D) Work schedule interferes	(1) YES	(5) NO
E) Takes too long to complete program	(1) YES	(5) NO
F) Don't feel that I could go back to school successfully	(1) YES	(5) NO
G) Courses I'm interested in are not available	(1) YES	(5) NO
H) Child care not available	(1) YES	(5) NO
I) Too tired at the end of the day	(1) YES	(5) NO
J) Don't enjoy studying	(1) YES	(5) NO
K) No transportation	(1) YES	(5) NO
L) Don't know what I'd like to learn	(1) YES	(5) NO
M) No information on courses available	(1) YES	(5) NO

30. If the class was held at a local college once a week, how hard would it be for you to get there, very hard, somewhat difficult, or easy?

1) very hard (ANSWER A)
2) somewhat difficult (ANSWER A)
3) easy

A. What would be the major difficulty? _____

31. In general, do you think that educational classes for adults would be an important thing for your community to spend public money on?

(1) YES (5) NO

32. Do you think that adult education classes should be offered free of charge to the public, partially funded by the community, or that those who want to take them should have to pay for them?

1) should be free of charge
2) partially funded
3) those who want them should pay for them

33. How much would you be willing to pay for an adult education course?

1) $0 - $24 2) $25 - $49 3) $50 - $74 4) $75 - $99

5) $100 - $149 6) $150+ 7) Doesn't matter

34. Have you been in the armed services?

(1) YES (ANSWER A, B AND C) (5) NO (GO TO QUESTION 35)

A) Are you eligible for veteran's educational benefits?

(1) YES (5) NO

B) Did you ever receive any education under the G.I. Bill?

(1) YES (5) NO

C) Do you know what your veteran's educational benefits are?

(1) YES (5) NO

35. What is your principle occupation?_____

A) Are you currently engaged in this or some other occupation?
1) THIS OCCUPATION (GO TO C)
2) SOME OTHER (GO TO B)
3) NO (GO TO QUESTION 44)

B) What occupation are you presently engaged in?_____

C) Name of employer_____

D) How long have you worked for your present employer (or How long have you been self-employed)?_____

E) About how many hours do you work on your job in the average week?

_____ hours a week

F) During what hours do you usually work?_____

36. We are trying to determine how often people change their life work. Has this always been your life work or did you do something else before this?

(Answers in the following chart)

1) Always- GO TO QUESTION 37

5) Something else- GO TO QUESTION 36A

A. What were your previous occupations?

B. Where?

C. For how long?

	OCCUPATION	LOCATION	HOW LONG
1.			
2.			
3.			
4.			
5.			

37. Do you have fairly regular working hours or do they vary quite a bit?

(1) regular (5) vary

38. Did you need specialized training to initially obtain your current position?

1) YES (GO TO 38A) 5) NO

A. What kind of training was that?_____

B. Where did you get this training?_____

39. Has your job ever required you to learn new skills through any kind of specialized training, or course?

1) YES (GO TO QUESTION 39A) 5) NO

A. What kind of training was that? _____

B. Where did you get this training?_____

40. How satisfied are you with your job right now? Would you say very satisfied, moderately satisfied, a little dissatisfied, or very dissatisfied?

1) very satisfied 2) moderately satisfied

3) a little dissatisfied 4) very dissatisfied

41. How satisfied are you with your present salary- would you say very satisfied, moderately satisfied, a little dissatisfied, or very dissatisfied?

1) very satisfied 2) moderately satisfied

3) a little dissatisfied 4) very dissatisfied

42. Would you say that you have gone about as far as you can go in your present line of work, or that you can probably go quite a bit further?

1) gone as far as I can go 5) can go quite a bit further

43. Have you thought about looking for another job- either with the company you are with or with another company?

1) YES (GO TO 43A) 5) NO (GO TO 46)

A. What kind of job?_____

B. Would this require any special training?_____

1)YES 5)NO

C. Where could you get this training?_____

GO TO QUESTION 46

44. Have you ever done any work for pay?

1) YES 5) NO

(IF YES)
A. What sort of work did you do in your last job?
B. How long ago was that?
C. Where?
D. How long did you work at that job?

OCCUPATION	LOCATION	LENGTH OF SERVICE	MO./YRS. AGO
1.			
2.			
3.			
4.			
5.			

45. Have you any interest in getting a job in the near future?

1) YES 5) NO

(IF YES)
A. What kind of job would you be interested in?_____

B. Do you have the necessary training or would you have to get some training?

1) Have training 5) Need training

C. If you needed to get training, what kind would it be? _____

_____

D. Where would you go for the training?_____

46. Have you always been a New York State resident?

1) YES 5) NO (GO TO 46A)

A. Where did you live before?_____

B. When did you come to New York?_____

47. Were you brought up mostly in the country, in a town, in a small city, or in a large city?

1) Country(0-2500)

2) Town (2500-10,000)

3) Small City (10,000-50,000)

4) Intermediate City (50,000-250,000)

5) Large City (250,000+)

48. How long have you lived in this locality?_____

49. Please look at this card (HANDCARD #3) and tell me first the letter of the income group that includes the income of all members of your family in 1972 before taxes and then tell me the letter which would represent your personal income group. This figure should include dividends, interest, salaries, wages, pensions, and all other incomes. (IF UNCERTAIN: What would be your best guess?)

	Family	Personal		Family	Personal
A 01 None			J 10 $8,000 to $8,999		
B 02 Less than $1,000			K 11 $9.000 to $9,999		
C 03 $1,000 to $1,999			L 12 $10,000 to $10,999		
D 04 $2,000 to $2,999			M 13 $11,000 to $11,999		
E 05 $3,000 to $3,999			N 14 $12,000 to $14,999		
F 06 $4,000 to $4,999			O 15 $15,000 to $19,999		
G 07 $5,000 to $5,999			P 16 $20,000 to $24,999		
H 08 $6,000 to $6,999			Q 17 $25,000 to $34,999		
I 09 $7,000 to $7,999			R 18 $35,000 and over		

50. Do you own your own home, pay rent, or what?

1) own 2) rent 3) other _____
(specify)

INTERVIEWER'S SUPPLEMENT

1. Respondent's sex is: 1. Male 2. Female

2. Respondent's race is: 1. White 2. Negro 3. Other:_____

3. Relationship of R to head: 1. Is head 2. Is wife Other:_____

4. Other persons present at interview were: (CHECK MORE THAN ONE BOX IF NECESSARY) None Children under 6 Older Children Spouse Other relatives Other adults

5. Respondent's cooperation was:

   1. Very good 2. Good 3. Fair 4. Poor 5. Very Poor

6. Respondent's general level of information about continuing education seemed:

   1. Very high 2. Fairly high 3. Average 4. Fairly low 5. Very low

7. How suspicious did R seem to be about the study, before the interview?

   1. Not at all 3. Somewhat 5. Very suspicious

8. Overall, how great was R's interest in the interview?

   1. Very high 2. Above average 3. Average 4. Below average 5. Very low

9. How sincere did R seem to be in his answers?

   1. Completely sincere 2. Usually sincere 3. Often seemed to be insincere

10. Were there any particular parts of the interview for which you doubted R's sincerity? If so, name them by section or question number.

_____

_____

_____

11. TYPE OF STRUCTURE IN WHICH FAMILY LIVES:

01. TRAILER

02. DETACHED SINGLE FAMILY HOUSE

03. 2-FAMILY HOUSE, 2 UNITS SIDE-BY-SIDE

04. 2-FAMILY HOUSE, 2 UNITS, ONE ABOVE THE OTHER

05. DETACHED 3-4 FAMILY HOUSE

06. ROW HOUSE (3 OR MORE UNITS IN AN ATTACHED ROW)

07. APARTMENT HOUSE (5 OR MORE UNITS,3 STORIES OR LESS)

08. APARTMENT HOUSE (5 OR MORE UNITS,4 STORIES OR MORE)

09. APARTMENT IN A PARTLY COMMERCIAL STRUCTURE

10. OTHER (SPECIFY)